

PSYC 431 002 Syllabus
Psychopathology
Department of Psychology
Fall 2025
August 18th – December 12th, 2025

About the Instructor

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Instructor Expectations

To ensure the best experience, students can expect the instructor to:

Be available to students to clarify or explain concepts further. See the office hours outlined above. Email any requests for an office hour or Zoom appointment if necessary.

Provide an enriching environment that stimulates critical thinking and thoughtful discussion.

Return graded work in a timely manner and to be available to clarify grading policies if needed.

Welcome

Welcome to PSYC 431! This is an in-person course. This means we meet face-to-face, on Monday and Wednesday from 1:30pm to 2:45pm. Although this course is in-person, Blackboard will still be utilized for some activities. Announcements, updates, grades, some readings, and other important information will be posted to Blackboard. Assignments, except exams, will be submitted through Blackboard. Please plan to check Blackboard and SIUE email each day for any necessary class updates. Materials to be covered for that week will be posted to Blackboard and should be reviewed each week. Typical weekly materials include lectures, additional videos or activities to further illustrate material in the lectures and readings. Weekly expectations, assignment details, and due dates will be noted in the Blackboard Module; however, they are all also outlined in the syllabus below.

Please note that this is a senior level course, content and assignments are based on the assumption that students are prepared at the senior level to complete this course, even if they are not in senior standing. Part of this assumption includes that you are familiar with writing in APA format, we will not be teaching that in this course – however, SIUE writing services is a great resource if you need assistance with that portion of the course. You can also access Purdue Owl for APA 7th Edition writing format guidance. You may also ask peers for assistance in formatting, but not writing any of the assignments. We may also discuss some statistic related information, stats is a 200 level course - I will review some of this information vaguely but not in depth, this should not hinder you in this course specifically.

Communicating with the instructor

The best way to communicate with the instructor is through email. The instructor intends to check email daily. Please note that it may take 24-48 hours to receive a response. However, if you have not received a response to your email after 48 hours, please feel free to reach out again. The instructor will also be available during office hours as stated above. Please email to arrange a zoom call if one is needed outside of scheduled office hours. The instructor can be flexible to accommodate schedules of students.

When emailing the instructor, please follow these guidelines as emails will not be answered if they do not contain the following:

- A proper address (Haileigh, Hello, Ms. Verdeyen),

- Your name (first and last), class, and section

- Professional language

- Please, use full sentences, correct grammar, and appropriate language.

- Emails to your instructors should not look like text messages to your friends.

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus or assignment instructions, I won't respond or may just respond with this is outlined in your syllabus. If you don't hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.

Course Requirements

Prerequisite: C or better in PSYC 111

Textbook and other reading materials

Durand, V. M., & Barlow, D. H. (2019). *Essentials of Abnormal Psychology* (8th Ed.). Pacific Grove, CA: Thomson-Wadsworth.

This is available via an e-textbook format.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Access DSM-5-TR at <https://dsm-psychiatryonline-org.libproxy.siu.edu/>. If prompted, sign in with your SIUE email address and password.

Undergraduate students can rent textbooks from SIUE. Please visit the Textbook Service website for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other materials will be posted to Blackboard, please check each week’s module for assigned readings, they will also be noted in the course schedule in this syllabus.

Course Description

This course is designed to explore the historical contexts of abnormal behavior; the basic tenets of clinical assessment and diagnosis; and the DSM-5-TR diagnostic criteria, etiologies, prevalence rates, and treatment approaches for psychological disorders. Legal and ethical issues related to the field of mental health will also be discussed.

Course Objectives

1. Gain knowledge of psychopathology and major psychological disorders
2. Examine causes of psychological disorders from different theoretical perspectives
3. Learn to use the DSM system for classifying and diagnosing psychological disorders (Note: Graduate training and licensure is required to diagnose psychological disorders)
4. Apply knowledge of psychological disorders by practicing how to use the DSM to formulate diagnostic hypotheses
5. Become familiar with etiologies, prevalence rates, and treatment approaches for psychological disorders

Course Expectations & Policies

Expectations

To ensure the best experience for all, students are expected to:

Review class materials provided. If you are hoping to do well in this, or any, course, regular viewing and active participation with all materials provided will always be the first step.

Be courteous and respectful of fellow students’ comments. Please be respectful and act professionally toward everyone in our class.

Be responsible for your own learning. As college students you are entering adulthood, therefore keeping records of your own grades, being aware of the class assignments, and being proactive if you are falling behind (contacting the instructor to clarify confusing concepts prior to the exam, for example) is up to you. If you are having difficulty with any aspects of the course, contact me as soon as possible.

Please print and read the syllabus! Before asking the instructor a question regarding due dates or assignments make sure it is not already on the syllabus. A syllabus quiz will be completed during the first week of the course.

Complete assignments on time.

Attendance will only be taken on the first day of class. (Please see the First Class Meeting Attendance and Late Course Add Policy.) To maximize learning and performance on exams, students are strongly encouraged to attend all class sessions and actively take notes during lectures. Exams are written to emphasize the topics, terminology, explanations, and examples presented in class—some of which are not in the textbook.

Please come to class ready to learn and participate. A student who is ready to learn has turned off electronic devices (except a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing, engaging in conversation with others). (Please see the Classroom Distractions policy for additional information.)

Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit during office hours. Email with questions.

During in-class exams, students should silence phones and clear their work area of everything except pencils/pens, unless instructed otherwise. Earphones/buds should be removed and put away.

Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)

Technology capabilities

Students in this course should be able to:

Use a word processor, such as MS Word, to compose assignments and communicate with others in class

Attach files to emails or course areas

Navigate websites and course materials

Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Behavior & Etiquette

As college students, it is expected that you will be respectful of each other and communicate professionally.

Reflect before you vocalize an emotional response, remember to be professional in class

Communicate effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.

Sign your name. Take responsibility for your comments in order to build a strong classroom community. (Particularly for online discussions)

Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.

Be constructive. Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.

Keep the conversation on topic. If there is a particular dialogue going on, please add to it. However, if you have something new to say, please wait until the current topic has come to a conclusion.

Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute "a person," "a man," "a teenager," etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. Use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.

Assignments

PBL

This assignment will require students to review fictitious case studies released in 3 parts. For example, PBL 1 Part A will be released on September 14th, 2025, at 11:59pm, Part B will be released immediately after Part A is submitted, and Part C will be released immediately after part B is submitted. The due date for PBL 1 is for the entirety of the assignment, meaning all parts must be submitted by that date. It is important to note that the student will be required to diagnose the fictitious case for each part, and it is expected that diagnoses change as the student receives more information in the parts. Students can receive feedback from Part A and Part B within 24-48 hours of submission. However, if a student chooses to wait until Friday to complete Part A, then the student will likely not receive feedback before the due date. More information on the assignment's requirements will be posted to Blackboard. The assignment will open on Sunday at 11:59pm, at the beginning of each week and the entire assignment will be due on Sunday at 11:59pm, at the end of each week they are assigned. There are 4 PBLs for this semester, with 3 parts each.

Diagnosing Reflection

This assignment will require students to reflect on the importance of diagnoses and also the possible consequences of diagnosing. This reflection can pull from personal opinions (limit personal disclosures – see the policy/tips in syllabus), lecture/readings, and from research/other resources. Please note that when using resources not from lectures or assigned readings, it is expected that students cite their information. This reflection should be between 2-3 pages in length. More information on requirements will be uploaded to Blackboard. The due date is Friday, September 12th at 11:59pm.

Your Reflection will be graded using the scale/rubric below:

- 0 points: no paper is turned in; paper contains plagiarism
- 4 points or less: paper reflects minimal effort; paper is 1 page or less
- 5-9 points: paper shows some thoughtful consideration; paper is less than 2 pages; significant grammar, spelling, or punctuation errors

- 10-14 points: paper shows thoughtful reflection; some grammar, spelling, or punctuation errors
- 15-20 points: paper is very well written and demonstrates a very thoughtful and insightful reflection

****Please review the instruction document in addition to the syllabus****

Psychopathology Pop Culture Reflection

This assignment will require students to reflect on ways that pop culture contributes to the mental health stigma and/or inaccurate portrayals of mental health disorders and reflect on ways you believe pop culture has brought accurate portrayals and awareness of mental health disorders. This reflection can pull information from social media trends, news portrayal, music/movies/television/etc. portrayals, and other pop culture sources. The reflection should be between 4-6 pages in length. More information on requirements will be uploaded to Blackboard.

Your Reflection will be graded using the scale/rubric below:

- 0 points: no paper is turned in; paper contains plagiarism
- 15 points or less: paper reflects minimal effort; paper is 2 page or less
- 11-20 points: paper shows some thoughtful consideration; paper is less than 4 pages; significant grammar, spelling, or punctuation errors
- 21 - 30 points: paper shows thoughtful reflection; some grammar, spelling, or punctuation errors
- 31 - 40 points: paper is very well written and demonstrates a very thoughtful and insightful reflection

The due date is December 5th, 2025, at 11:59pm. Please review the instructions document as well.

Late Work and Missed Assignments

Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. Please submit all assignments through Blackboard, unless instructed otherwise. Emailed assignments are **not** accepted, unless the assignment instructs to do so. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late). Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. No late work is accepted, no exceptions. Assignments that are late receive zero points. Please do not request to make up missed assignments.

Participation Points

To receive the best class experience, participation and engagement are necessary. Random lectures will contain activities that will be collected and counted towards participation points. To encourage participation, these days will not be announced or indicated to the class.

Quizzes

Syllabus Quiz

Students will be required to review the syllabus and complete a 10-question quiz by Sunday, August 24th, 2025, at 11:59pm. This quiz will be 12 minutes long. Students will be allowed unlimited attempts to complete the quiz before its due date. The highest score will be kept.

Web Quizzes

Students will be required to complete 12 web quizzes throughout the semester over material covered. Students will have 12 minutes to complete the 10-question quiz and will have 2 attempts. The quiz will be due at 11:59pm on Sunday of each assigned week.

Exams

Midterm Project/Exam

The midterm exam for this course will require you to select a fictional character to diagnose and rationalize the diagnosis. This fictional character can be from a movie, tv show, book, etc. Students will be required to give a summary of the character, including background information, which will aid in diagnosing and rationalizing. Students should have detailed evidence for each symptom of the disorder that they believe the character fits. Further information on requirements for this assignment will be made available on Blackboard. The exam due date is October 19th, 2025, at 11:59pm.

Final Exam

The final exam for this course will consist of 50 questions. There will be a mix of multiple choice, fill in the blank, and multiple select questions. Students will have 55 minutes to complete the exam and only one attempt. This exam will be cumulative, meaning that it will cover the entirety of the course material and not just a unit of material. The exam due date will be announced at a later date by the university – at this time it is preemptively scheduled for 12/9/2025 by noon.

Please ensure that you have a reliable computer and Internet access when you choose to begin an exam. If an exam “reset” is required for any reason, please call ITS 24/7 at 618-650-5500, any time before the exam deadline. If the exam is reset ITS, your final grade will be reduced by 10 percent of the exam value (i.e., 5 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset.

FOR GRADUATE STUDENTS ONLY: You are required to complete additional homework.

Disorder Presentation

Graduate students will be expected to select a disorder of interest, and a research article related to that diagnosis and an area of interest to the student. The student will be expected to develop a presentation for the in-person class on 11/5/2025. The student will be expected to lead the class in a discussion based off the article and what was presented in the lecture about that diagnosis. This discussion will be approximately 30minutes long. The goal is to not simply present the article’s information to the class, but to open conversation and discussion with the class. Note: find ways to engage the class in the material. This assignment will be worth 50pts. More information about requirements will be uploaded to Blackboard.

Treatment Approach Assignment

Graduate students will be expected to further their midterm project by completing an assignment requiring research into appropriate treatment approaches based on their diagnosis(es) on the fictional character they have selected. Graduate students are expected to write at the graduate level. This assignment will require 10 resources to support their treatment approach. Note: Graduate students may elect to elaborate on more than one treatment approach but not more than 3. When elaborating on more than one, it is expected that there will be an explanation of which treatment approach would be their first choice. This assignment will be worth 50 points. More information about requirements will be uploaded to Blackboard. The due date for this assignment is December 1st, 2025, at 11:59pm.

Grading

Assignment Points	Grading Scale
Participation – 20 points	
PBL - 100 points	A – 90% and above (405+)
Diagnosing Reflection – 20 points	B – 80-89% (360-404)
Syllabus Quiz – 10 points	C – 70-79% (315-359)
Web Quizzes – 60 points	D – 60-69% (270-314)
Psychology Pop Culture Paper – 40 points	F – 59% and below (267 and below)
Midterm Project – 100 points	
Final Exam – 100 points	

No Rounding or Individualized Extra Credit

Final letter grades are based on total points earned and the grading table in the syllabus. Please don't request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don't ask for individualized extra credit. The instructor may deduct points from students who ask.

Course Schedule

Class Schedule *subject to change at Professor's discretion.				
Week	Date	Topic	Readings	Assignments
1	8/18/2025	Welcome & Syllabus		Syllabus Quiz (08/24/2025)
	8/20/2025	Historical Context	Ch. 1	
2	8/25/2025	Historical Context PBL Introduction		Web Quiz 1 (08/31/2025)
	8/27/2025	An Integrative Approach	Ch. 2	
3	9/1/2025	NO CLASS		Web Quiz 2 (09/07/2025)

	9/3/2025	An Integrative Approach Clinical Assessment & Diagnosing	Ch. 3	
4	9/8/2025	Clinical Assessment & Diagnosing		Diagnosing Reflection Paper (09/12/2025) Web Quiz 3 (09/14/2025)
	9/10/2025	Legal Issues	Ch. 14	
5	9/15/2025	Anxiety, Trauma- and Stressor Related, and Obsessive Compulsive and Related Disorders PBL 1	Ch. 4	PBL 1 opens 09/14/2025, due 09/21/2025
	9/17/2025	Anxiety, Trauma and Stressor-Related, and Obsessive Compulsive and Related Disorders		Web Quiz 4 (09/21/2025)
6	9/22/2025	Review PBL 1 Anxiety, Trauma and Stressor-Related, Obsessive Compulsive and Related Disorder		Web Quiz 5 (09/28/2025)
	9/24/2025	Somatic Symptom and Related Disorders, Dissociative Disorders	Ch. 5	
7	9/29/2025	Somatic Symptom and Related Disorders, Dissociative Disorders		Web Quiz 6 (10/05/2025)
	10/1/2025	Somatic Symptom and Related Disorders, Dissociative Disorders		
8	10/6/2025	PBL 2 Depressive and Bipolar Disorders, Suicide	Ch. 6	PBL 2 Opens 10/05/2025, due 10/12/2025
	10/8/2025	Depressive and Bipolar Disorders, Suicide		Web Quiz 7 (10/12/2025)

9	10/13/2025	Review PBL 2 Midterm Project Class Time		Midterm Project (10/19/2025)
	10/15/2025	Neurodevelopmental and Neurocognitive Disorders	Ch. 13	
10	10/20/2025	Neurodevelopmental and Neurocognitive Disorders		Web Quiz 8 (10/26/2025)
	10/22/2025	Eating, Sleep-Wake Disorders	Ch. 8	
11	10/27/2025	PBL 3 Eating, Sleep-Wake Disorders		PBL 3 Opens 10/26/2025, due 11/02/2025
	10/29/2025	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Ch. 9	Web Quiz 9 (11/02/2025)
12	11/3/2025	PBL 3 Review Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria		Web Quiz 10 (11/09/2025) Graduate Student Disorder Presentation
	11/5/2025	Graduate Student Presentation / Guest Speaker		
13	11/10/2025	Substance-Related, Addictive, and Impulse-Control Disorders	Ch. 10 Priester et al. 2016	Web Quiz 11 (11/16/2025)
	11/12/2025	Substance-Related, Addictive, and Impulse-Control Disorders		
14	11/17/2025	PBL 4 Personality Disorders	Ch. 11	PBL 4 opens 11/16/2025, due 11/23/2025
	11/19/2025	Personality Disorders Mental Health Stigma	Naslund et al. 2020 Torous et al. 2021	Web Quiz 12 (11/23/2025)

15	11/24/2025	FALL BREAK		
	11/26/2025	FALL BREAK		
16	12/1/2025	Review PBL 4 Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 12	Graduate Student Treatment Approach
	12/3/2025	Schizophrenia Spectrum and Other Psychotic Disorders		Psychology Pop Culture Reflection (12/05/2025)
Final Exam	TBD			

*Please note that all material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change. Your continued enrollment in this course is agreeing upon the terms set forth in this syllabus.

University & Department Policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

For this course, you are allowed to use AI to restructure notes, to summarize PowerPoints, to help you study or get a better understanding of material. However, AI is **not** to be used for any of the assignments and assessments in this course! If it becomes evident that a student has used AI, your instructor will reach out to discuss appropriate use and offer the ability to resubmit the assignment for one letter grade lower than what they would receive. For the second expected use of AI, this instructor will give students a 0 for the assignment. Anything further will result in an F for the course.

Departmental Policy on Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Department of Psychology Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
- verb tense consistency
- clear and unambiguous sentences and ideas
- writing that is free of typos, spelling errors, and major grammatical errors
- properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work

required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Absence Policy: Non-exam Days

Students who need to be absent on a non-exam day do not need to notify the instructor.

If absent on a non-exam day, please:

- check the syllabus and Blackboard for topics covered, assigned readings, and announcements. Students are also encouraged to check with a classmate for any missed in-class announcements.
- review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due. Even though a student is absent, deadlines for assignments remain the same. Please submit assignments through Blackboard unless other instructions are provided.
- contact a classmate and ask to copy notes for missed classes. The instructor does not provide notes beyond those posted to Blackboard.
- ask a classmate about any in-class discussions and activities. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- remember that virtual attendance is not available for this in-person course. (Please see "Face to-face Course Delivery Policy" section for more information.)

Absence Policy: Exam Days

If students need to be absent on an exam day, please notify the instructor by email and attach a copy of documentation for the absence. Documentation is required for a make-up request to be considered. Requests will be considered if documentation is received prior to the exam (for serious prescheduled commitments, such as a university-sponsored athletic event) or within a reasonable timeframe following the exam (for unanticipated emergencies, such as hospitalization). A "reasonable timeframe" is determined by the instructor but generally means within one week from the exam date. Each request is evaluated on a case-by-case basis.

Examples of documentation include, but aren't limited to:

- funeral notice
- physician's note with dates a student was unable to attend class due to illness
- hospital admission/discharge paperwork
- documentation of Military service
- notice of jury duty, subpoena for court appearance
- police report for automobile accident
- towing/service receipt for a flat tire

- documentation of participation in a university-sponsored extracurricular event (e.g., athletics, academic conference)

If a request is approved, the instructor or an assistant will schedule a make-up to occur no later than one week from the date approval is granted (e.g., if approval is received on a Thursday, the exam must be taken by the following Wednesday); if not completed within one week, the student will be assigned a score of zero for the exam. Make-up exams will cover the same material as the original exam; however, they may contain different questions or question types than the original. Exams for face-to-face courses will be completed in-person on SIUE's campus (i.e., online versions of face-to-face exams are not available).

Face-to-face Course Delivery Policy

The Department of Psychology has adopted a Policy on Individual Student Teaching Arrangements which states, in part, "All psychology faculty are required to provide the majority of instruction to all students enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course." Students who remain enrolled in this face-to-face course acknowledge that course content has been developed for in-person, not online, delivery, and they affirm they have committed to in-person attendance. Through their continued enrollment, students also affirm that neither synchronous nor asynchronous online attendance options are available for this face-to-face course, regardless of reason or circumstance. Continued enrollment signifies agreement that in-person attendance is essential to receive the instructional experience students enrolled in the course to pursue, virtual attendance options would expose students to a suboptimal educational experience, and virtual attendance options would cause significant disruption to academic programming in this face-to-face course. Rather than seek online attendance options in this section of the course, students who would like an online learning modality agree they will disenroll from this section of the course and enroll in a different section of the course that is designed for online delivery; these sections are designated as either online-synchronous or online-asynchronous by the university.

Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

First Class Meeting Attendance and Late Course Add Policy

The first class meeting of the semester includes review of the syllabus and discussion of course policies and requirements. An opportunity to ask questions about this information is provided. Because of the importance of this information, first-day attendance is required. Students not physically in attendance for the first class meeting may be dropped from the course. Students who have a substantive reason for missing the first class must email the instructor prior to the first class to request they remain enrolled. No course adds will be approved by the instructor

after the first week of the semester. Students who miss the first class meeting but are enrolled are responsible for acquiring missed information from a classmate.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see Absence Policy: Non-exam Days) or exams within a reasonable timeframe if approved for a make-up (please see Absence Policy: Exam Days) are encouraged to withdraw from this course and reenroll in a subsequent semester when they can perform at their best. Students who remain enrolled in this course acknowledge that the Late Work and other related policies will apply in all circumstances. Please see the Department of Psychology Policy on Incomplete Grades and Withdrawal for related information about course withdrawal deadlines.

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618- 650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Intermittent/Extended Absences Accommodation Policy

An intermittent/extended absences accommodation formally recognizes that students could have, per Access, “consecutive or recurring absences.” It does not allow assignments to be submitted after deadlines in this course. This accommodation is sufficient documentation to request a make-up for a missed exam in this course; however, the instructor reserves the right to decline such requests or require additional documentation (e.g., hospital admissions paperwork) if they are made for more than one exam per semester. Students who anticipate missing many class sessions are encouraged to postpone enrollment until a semester when frequent absences are less likely, and they are able to perform at their best.

Students who receive this accommodation and miss class:

- are responsible for checking the syllabus and Blackboard for topics covered, assigned readings, and announcements. Absent students are also encouraged to check with a classmate for any missed in-class announcements.
- should review the Course Schedule in the syllabus and any announcements and complete any assignments that are due. Even though a student has received an intermittent/extended absences accommodation, deadlines for assignments remain the same. Please submit assignments through Blackboard unless other instructions are provided.
- All of our exams are taken online and will not be eligible for retake as they are open for multiple days in a row.
- should contact a classmate to copy missed notes. The instructor does not provide notes beyond those posted to Blackboard.
- acknowledge that in-class discussions and activities cannot be exactly replicated. Unless stipulated otherwise in this syllabus, students cannot earn or make up

participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.

- are reminded that virtual attendance is not available for this in-person course. (Please see the Face-to-face Course Delivery Policy for more information.)

It is not necessary to submit an Access Extended/Intermittent Absence Form in this course. The text of this Section (“Intermittent/Extended Absences Accommodation Policy”) will serve as the agreement with students who receive this accommodation. If Access requires submission of an Access Extended/Intermittent Absence Form, the text of this Section in the current-semester syllabus shall prevail and supersede any agreement specified on the Form.

Testing Accommodations/Extended Time Policy

Some students may be approved for extended testing time by Access. Exams with extended time are usually taken in the Access Testing Center.

To use the Testing Center for this accommodation, students:

- 72-hour policy dictates the time span within which tests must be scheduled. The below agreement is copied and pasted from ACCESS Testing Center.

“If I receive testing accommodations arranged through ACCESS, I will schedule examinations with this office no later than three business days (72 business hours) before the examination date. If I have extenuating circumstances, I will notify ACCESS as soon as possible.”

- This policy will be strictly enforced. Tests must be scheduled 72 hours ahead of the test time. Not after business hours via phone and not on the day of the exam or the day before. If you are coming to schedule an exam in person and it is beyond the 72 hour period, we advise you to schedule the rest of your tests in advance; at this time if you have not scheduled your test in advance and within our 72 business hour window, the only option is to take the test in class with the professor.
- Use the Accommodate Portal to request a Testing Center session by 4:30 p.m. at least three business days prior to the in-class exam date (e.g., by 4:30 p.m. Wednesday for an exam scheduled the following Monday). Please see the “Testing” and “72-Hour Policy” sections on the Access website for more information. Requests received less than three business days prior to the exam may be declined by Access or the instructor.
- Students must schedule to take an exam in the Testing Center on the same day the exam is given in class. Requests for a different day may be declined by the instructor.

If a request to use this accommodation is declined because it is received less than two business days prior to an exam date or the request is for a different day than an exam is given in class, the student will take the exam at the scheduled time in class.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

Regular and Substantive Interaction

Recordings of Class Content

Diversity and Inclusion

Pregnancy and Newly Parenting Policy

Services for Students Needing Accommodations (ACCESS)

Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)

Cougar Care

Student Success Coaches

Technical Support

As some of this course's activities will occur online, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of university systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:

Set up in a space with limited distractions.

Set up a wired (Ethernet) Internet connection on your computer, if able

Do not use a mobile device, such as a phone or tablet

Read the instructions and directions carefully

Be prepared to complete the assessment in the allotted time

Be careful of clicking out of the exam. If this happens Blackboard will close the exam, so caution should be used.